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The manual describes a simulated community and school district and is to be used with the "in-baskets" (VT 006 654) produced by the University Council of Educational Administration (UCEA) and those produced by the University of Nebraska in conjunction with the UCEA. The "Instructor's Guide for Using Simulated Materials to Instruct School Administrators in the Area of Occupational Education" (VT 005 410) is a related document. (JK)

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THE MADISON SCHOOL-COMMUNITY:

Abbreviated Background Materials

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WARD SYBOUTS
KENNETH TOBISKA

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1967 est.

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KENNETH TOBISKA

These materials prepared pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education. Project HRD 411-65 in the Department of Educational Administration, University of Nebraska. The content herein is a summarization of the background materials prepared by Dick Wynn in conjunction with the U.C.E.A.

The Madison School-Community:
Abbreviated Background Material

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FORWORD

The Madison School-Community: Abbreviated Background Material is provided to accompany in-baskets produced by the U.C.E.A. and those developed by the University of Nebraska in conjunction with the U.C.E.A. The abbreviated background materials are designed to accompany such specific materials as the Secondary Curriculum In-Basket I, II, and III. In situations where the instructor wishes to utilize the in-basket simulation technique in short duration workshops and time does not permit the use of full background material, the abbreviated materials are appropriate.

The abbreviated background materials should not be used to replace the full packet of background materials for general use. The details of the complete set of background materials are needed in many instructional settings in order to develop an in-depth understanding of the Madison School District. Much of the value of simulation can be lost in some instructional situations if a thorough analysis of the district is not incorporated in the use of the Madison in-baskets.

When the Madison in-baskets are to be used for instruction over a span of a few days or even a few weeks, the abbreviated background materials are appropriate. It is suggested the abbreviated materials be accompanied with filmstrips available from U.C.E.A.: Madison Schools and Community "A"—Part 1; Madison Schools and Community "B"—Part 2; Hadison Schools and Community "C"—Part 3; Madison High School Principal "F." The abbreviated background materials accompanying filmstrips and discussion in small groups will enable students to move very quickly into the utilization of stimulated materials.

Ward Sybouts

THE MADISON SCHOOL-COMMUNITY

Geography of the District

Madison School District occupies an area comprised of all of the Village of Madison, the Village of Cedar Park, and a sector designated as the Unicorporated Area. The school district is located in Washington County in the State of Lafayette. This school district is a single community for educational purposes only. It contains three separate units of local government. It is a lake-shore community bounded on the south by Deep Lake.

The total area of the Madison School District is 8058 square miles; and is roughly three miles wide by three and one-half miles in depth. Populations of the three areas are: Village of Madison, 11,528; Unincorporated Area, 11,357; and Village of Cedar Park, 6,860. The major portion of the school district serves as a "bedroom" community for commuters to Lake City, 20 miles away, and forty minutes by commuter express. It lies on the main route to Weston and Hartford, and is five miles from the county seat of Fairbury.

Transportation routes by road and rail are accessible to the area. In fact, the Lafayette Central Railroad bisects the school district latitudinally, and was a most influential force in early twentieth century growth.

Historical Background of the Madison District

The area was settled by early French explorers. Throughout successive generations other groups have migrated to Madison and become an established segment of the community. During the Civil War era farmers in the area actually gave slaves their freedom before the first shots were fired at Harper's Ferry. These Negroes remained and their descendants now constitute about six to seven percent of the population. Most Negro families own their own homes and are considered respectable citizens although they do occupy the poorest housing in Madison and are not found on the membership rolls of golf and yacht clubs.

During the three decades from 1880 until 1910 the Village of Madison tripled its population. Two migrations were chiefly responsible for this rapid increase. In the 1890's Italian immigrants arrived in significant numbers. The granite deposits in the district gave Italian stoneworkers an opportunity to develop a small but flourishing stone industry. The stone industry has all but vanished, but the Italian descendants have been assimilated into the community. At almost the same time, Cedar Park became known as a luxury resort, and the wealthy from Lake City took up residence there. The fast commuter trains on the Lafayette Central Railroad made the area a

desirable one for affluent residents of Lake City who were looking for homesites away from the central city. It was not until after World War I, however, that the Potter and Belmont estates were divided—a change that marked the transformation of Cedar Park from a luxury resort to a "bedroom" community. As the trend toward suburbia developed in the 1920's, associated growth was evident in all three parts of the school district. By 1930 the Unincorporated Area had outgrown Cedar Park in population and had nearly equaled the population of the Village of Madison.

In more recent years Madison has been a community where rather large numbers of young professional persons and those in managerial positions have come to live. However, most such persons remain for a relatively short number of years as they aspire toward higher socio-economic levels. These recent arrivals, although using Madison or Cedar Park as a transitional point in their careers, have had an important influence upon the community.

Lake City Influence on Madison

Because of the number of men in Madison and Cedar Park who commute to Lake City, this leaves a major role of civic leadership, and positions of power, to be occupied by women. This unique power structure is revealed through the PTA Executive Committee, the AAUW, and the League of Women Voters.

Much of the shopping of Madison and Cedar Park residents is also done in Lake City. The result of commuter shopping has been that Madison and Cedar Park are sprinkled with small businesses predominantly of a service type. Only light industry is permitted through strict zoning laws. Madison and Cedar Park offer little in the way of local employment.

Three District Governmental Agencies in One School District

There are three primary local governmental areas within this school district. These are the village governments for Cedar Park and Madison and a special form of municipal government for the Unincorporated Area. The overlap in municipal administrative functions between the three local governments is potentially a source of conflict and inefficiency. However, because of the prevailing attitudes of tolerance and of satisfaction with the *status quo,* this overlap seems to cause little difficulty today. Property is assessed at approximately 45 percent of market value; total assessed valuation of the school district is about $126,000,000. The total cost of government (excluding schools) is about $5,000,000 per year, of which about 80 percent comes from real estate taxes and 20 percent from general state revenue. There have been no recent needs for major public work; as a result all three governmental units are essentially debt free.

Political-Social-Economic Composition of the Madison School District.

This community, once three-quarters Republican, has gained a more even balance between the two parties in recent years. Women, particularly those in the League of Women Voters and in the Civic Affairs Committee of the Women's Club, have played an important part in initiating new activities or changes in local government policy. Local residents are reasonably well satisfied with their government, but there is increasing interest and competition between the parties in political activity.

Most of the families in the school district may be classed as management or professional on the one hand, as contrasted to those employed in service occupations. With the exception of attorneys and doctors who practice locally, virtually all professional and managerial persons commute to Lake City. The income of those who commute ranges from approximately $8,000 to $50,000 annually. Those employed locally, as policemen, teachers, retail and service trades, generally have moderate incomes which range from a few thousand dollars annually to a maximum of approximately $13,000. There is little union activity since there are only a few light industries. Shopping for staples is done locally, but much of the big ticket item business goes to Lake City, Fairbury and other larger shopping areas.

There are more children and young adults in Madison School District than in the average community. The national origins are principally from Italy, Germany, Great Britain, Ireland and the rest in approximate ratio to the rest of the country. There are about 15 percent of Jewish extraction, six to seven percent Negro and less than one percent Oriental. The largest religious groups are Roman Catholic, Protestant and Jewish in that order. Probably 75 percent of the heads of households in Cedar Park are college graduates, while Madison boasts about one-half with some higher education but the Unincorporated Area has considerably fewer college-trained inhabitants.

In terms of property value, there are in both Madison and Cedar Park three predominant categories of houses: those costing more than $60,000, those costing $35,000 to $60,000, and those selling for less than $35,000. The second category makes up approximately 60 percent of the houses which have been built, for the most part, since 1945. The first and last group each comprise perhaps 15 percent of all units. The majority of the dwellings under $35,000 include the older houses near the shopping area of Madison and most such houses are in the Negro residential area. The Negro residential area is neat and well kept. There is no public housing in the community.

The usual organizations are found in the communities, and the Board of Education maintains a mailing list of 90 groups that receive invitations to budget hearings and special events. *The Daily News* generally enjoys the confidence of local public officials and community leaders. Lake City papers are also read extensively.

Perhaps the most important single factor in defining the objectives of this community is the fact that apparently less than one-quarter of the population draw their principal incomes from the community. A second factor to consider is that by contemporary standards this is not so much a growing community as it is a community in balance or climax. There is a gradual increase in population. A third important factor in understanding the dynamics of this community is that of population mobility-stability and, along with this, heterogeneity of background and belief. While Cedar Park is considered the wealthiest section of the community, the contrast between Madison and Cedar Park should not be overemphasized. At least two-thirds of the Madison residents have the same orientation and objectives as do the residents of Cedar Park. The two villages of Cedar Park and Madison tend to go their own ways on most functions with the exception of education. The patterns of leadership are consequently essentially separate. Cedar Park residents tend to regard themselves a cut above the residents of Madison. There has been some consideration of joining Cedar Park with the Unincorporated Area, but a proposal to establish a single city form of government embracing all three municipal interests has never been advanced beyond preliminary discussions. Cooperation does, however, prevail among the three communities when the interests of the school are at stake. With a substantial majority of the homes made up of commuting husbands who earn enough to relieve their wives from any need of working, the participation of these wives in various social and at least quasi-political activities is inevitable.

THE MADISON SCHOOL DISTRICT

The Madison school District, formally organized in mid-nineteenth century, has had only four superintendents since 1900. Dr. James L. Brewer has held the position since 1961 and held previous superintendencies in neighboring states. Although he received a vote of 5 to 1 upon election, there was some doubt as to the correct selection by some board members. However, at the present time Dr. Brewer enjoys wide support from the majority of board members, patrons, and teachers although, as is usually the case, there are still some who resent his appointment and who freely criticize his administration of various aspects of the school system.

School Buildings and Enrollment

The following table itemizes the various elements of the school plant as to original construction, dates of additions, grades housed and names of the buildings.

TABLE I

Dates of Original Construction and Subsequent Additions to Madison School Buildings

Building	Grades Housed	Date of Original Construction	Dates of Additions
Sperry	7–12	1888	1908, 1926, 1939, 1941
Browning	K–6	1902	1912, 1922, 1930
Edison	K–6	1909	1916, 1929
Fulton	K–6	1922	1926, 1931
Mars	K–6	1965	
Junior High School	7–9	1930	1960
Senior High School	10–12	1925	1957, 1963

Alterations for the Junior High School in the amount of one million dollars and a half million dollar alteration to the Senior High School have been authorized. In addition, one and one-half million dollars have been authorized by voters for construction of a new wing of 55,000 square feet which will connect the Junior High School and the Senior High School. The planned addition will house a greatly expanded library serving both schools as well as new vocational education shops, business education laboratories, a reading center, several classrooms and other facilities. These two schools, along with Sperry School which is used to house overflow classes of junior and senior high students, are located on a "campus" of 26.5 acres, and have two athletic fields and three parking lots included in the site.

The total secondary enrollment at the close of the 1965-1966 school year was 2700, with 1354 Junior High School students and 1346 Senior High School students. The schools were designed to accommodate 1250 and 1175 students respectively. Present enrollment projections show a substantial increase in secondary enrollments in the next decade. Thus, the present secondary school plants, even with their additions, will not accommodate Madison's secondary school population very long. Consequently, plans are underway for the construction of a new three story, six and one-half million dollar middle school unit near the delta of the Blue River. This 8.5 acre site adjoins a fine public park with good recreation facilities. The school site occupies a formerly marshy area that has been reclaimed with ground fill. At the outset it will house grades seven and eight but will convert later to a three-year middle school including grades six, seven and

eight. Thereafter the school district will be organized on a 5-3-4 plan. The new middle school will accommodate 1200 students. It is being conceived on the "house plan," with clusters of the same grades in the same "house" or "little school" with approximately 600 pupils in each.

The number of children and youth of 17 years of age, reported in the June 1965 census, was 10,569 or 35.3 percent of the total population. The 1960 U.S. Census showed 35.6 percent of the nation's population in this group.

The Madison schools have a high holding power except for those who transfer to other schools, primarily parochial high schools. Of those who graduate, about three-quarters go on to college. Since children from Madison who attend non-public schools are also probably college-bound, it can be seen that the Madison School District is supplying a sizable number of students to higher education.

Non-Public Schools

A number of non-public schools are to be found in the Madison School District. Several of them are nursery schools, however, enrolling only pre-kindergarten children. There is no non-public school in the district enrolling children above the ninth grade. A number of district children do attend non-public schools outside the district —in fact, approximately 13 percent of school-age children in the district are enrolled outside the district.

Staff of Madison Public Schools

To operate the schools the Madison school system employs a professional staff of 369, including classroom teachers, special teachers, librarians, nurses, counselors, psychologists, supervisors, principals, and the central administrators. The professional staff is well above average both in training and in experience. The administrative staff now consists of eleven persons, nine men and two women, including the two newly-created assistant principalships at the secondary level. All of these except two, the superintendent and the senior high principal, served some kind of "apprenticeship" in the system before being appointed to an administrative position.

In addition to the professional staff, the school system employs 43 custodians and mechanics, a clerical staff numbering 29, 32 cafeteria workers, and eight teacher aides.

School District Philosophy

A succinct statement of the philosophy of the Madison School District is given in the 1964 **Staff Handbook** as follows:

The philosophy of the Madison school system is modern, but not extreme. The school system's objective is to give children a thorough education in fundamental knowledge and skills and an appreciation of our American heritage. Additionally, our system seeks to promote the best possible physical, emotional, and social development of boys and girls. Our schools set high standards for orderly and courteous conduct and offer ample opportunities for growth in democratic procedures and self-discipline. We constantly improve our educational services, instructional materials, and physical facilities in response to the enlightened expectations of the school community.

Attention to the individual is emphasized throughout our school system. Teachers try to know each pupil well and to guide his learning effectively. We accept each pupil in terms of his individual capacity. We give sympathetic respect to each pupil, be he a slow, average or gifted learner. We are determined to develop every student to his maximum personal potential. We take each pupil from where he is each year and advance him as much as possible. We enrich the individual program and provide a friendly and purposeful atmosphere to encourage each youngster to *want* to learn and to attain his own best level.

Our schools belong to the people of our community. The welfare of their children is their principal concern. Therefore, our education program reflects the wishes of parents for the best possible education of their children, and we actively seek the cooperation of parents in many phases of this program. The administration encourages teachers to develop new ideas and to teach creatively; it provides them with a channel to make recommendations for instructional improvement; and it invites suggestions for constructive change from all staff members. Opportunities to assist in programs of school improvement are offered because, in our philosophy, it is the combined strength of all in the teaching, administrative, business, and service staffs which has earned an excellent reputation for the Madison school and which will lead to further dynamic growth in excellence.

The Madison School Board

The Board of Education of the Madison School District is made up of six members, two being elected each year for a three-year term. By informal agreement, two members of the Board are chosen from each of the three areas of the district. Also by local agreement, no member serves more than two terms, "limiting the possibility that an individual or group through long continuance of office establish a vested interest." For many years all candidates for the Board of Education have been hand-picked by a self-perpetuating committee of lay citizens. In 1964, after the first defeated bond issue in the district's history, this assurance of victory of hand-picked candidates vanished. In the last election an "opposition candidate" defeated the committee choice, generating substantial support from the Village of Madison sector housing Negroes, Italians and other groups who resented the "landed gentry."

The Board of Education members normally serve no more than two terms. Although no written regulations are found, local custom has made a well established practice of permitting a board member to serve no more than two terms. Local press representatives are

welcome to the closed as well as open sections of the meeting, since a fine relationship exists. The public as well as teachers are welcome to all board meetings. Regular attendants to board meetings are the clerk, the treasurer, the attorney, the superintendent of schools, the assistant superintendent for instructional services, the assistant superintendent for business management, and the school reporter for the local paper. From four to eight PTA representatives of the six school building units are also usually present, plus occasional other visitors who have a matter of business to bring before the board at the semi-monthly meetings.

Community Support of Education

The Daily News is an important medium of communication through which the school is interpreted to the public. The numerous programs for parents put on by the various schools throughout the school year are well attended. "Know Your School," a pamphlet series financed jointly by the PTA and the Teachers Association, has been instituted. The success of 12 million dollars in school bonds since 1961 gives direct evidence of school support. Indirect evidence of school evaluation by the community is found in the extent of parent participation in school affairs, the way in which real estate salesmen refer to the schools as one of the community's important assets, and the way in which the people of the community compare their schools with other nearby school systems which are among the best schools in the nation. While Madison is a high expenditure school district on a national basis with a gross expenditure of $1222 per child for 1964-65, this is only average for the area. The assessed valuation of $20,894 per child is high, in the top third of Washington County districts, but the tax rate is in the lower sixth. The fiscal operations of the school may be said to be competent.

Elementary Schools in Madison

A visitor to the Madison elementary schools is likely to be struck by several impressions. One notes the unusual abundance of instructional materials. There are many shelves of supplementary textbooks, encyclopedias and other references, and supplementary reading materials in each classroom in addition to well-stocked libraries in each school. The school system's annual report reveals that Madison spends $7.50 per elementary pupil annually for textbooks which are furnished free to pupils. Nearly every classroom appears to have a generous allotment of tape recorders, film projectors, overhead projectors, TV receivers, and other audio-visual equipment.

Madison's elementary schools are well staffed with 59 professional employees per thousand students, placing this school system above

the 95th percentile for the schools of the nation. This high staffing ratio is manifest in both small class size (median of 24.75 at the elementary level) and an adequate roster of instructional specialists—librarians, and consultants in art, music, speech, science, homemaking, reading and physical education.

The curriculum at the elementary school level appears to be predominantly child-centered emphasizing the maximum realization of each child's capabilities with adaption to each child's interests and level of ability. Yet one is struck also by rather conventional instructional practices in most classrooms. Although many teachers are imaginative and creative in their teaching methods, there is little evidence of such innovations as team teaching, programmed instruction, and independent study. All elementary schools are still organized by grades although there is some quite tentative disposition to consider nongraded organization. Instruction appears to be generally good but rather conventional in character in most classrooms.

The Junior High School in Madison

Seventh grade pupils have a forty-period week of which fifteen periods are in a core program, including English, social studies, art, library and guidance. This introduction to junior high is bolstered by mathematics, one semester of general science, one semester of either homemaking or industrial arts, one semester of physical education, and one of music, plus five hours of electives from foreign languages of French, German and Spanish, glee club, cadet band or orchestra. In the eighth grade individual course work is taken instead of the core program. Other than the introduction of typing, the course ontline is very similar to grade seven. The ninth grade is a continuation of the eighth grade course with little or no new offerings.

The Madison Senior High School

In the senior high school program, the most descriptive key to explain the posture of the school is found in the fact that Madison grants three types of diplomas. The Arts Diploma is designed for admission to liberal arts colleges; the Science Diploma for admission to engineering colleges, and the High School Diploma for admission to most other colleges and universities. The first two diplomas are considered of equal academic status, while the High School diploma is selected by most non-college bound students. Madison High School courses are frequently offered in several levels of instruction to which students are assigned by guidance and administrative personnel. Factors influencing the assignment are past performance, teacher recommendation, potential ability, and student or parent preference. Among the various courses offered there are nine English courses,

ten in social studies, eight in science, thirteen different mathematics courses, ten in art, ten in music, twenty-six offerings in foreign languages, three in physical education, twenty-four in business education, eleven in home economics, and two in audio-visuals. In addition, the cooperative training program offers two work theory courses and industrial arts courses number eight. The co-curricular program is wide in scope and has good backing both from the students and the school.

The Madison High School secondary school curriculum is largely subject-matter oriented rather than student oriented and is largely college preparatory in character with heavy emphasis upon arts and sciences. Three-quarters of Madison's graduates attend some kind of post-secondary education and the average IQ of the student body is estimated at 120-125. Programs of study in non-college preparatory fields are spoken of almost with apology and one notes the less affluent equipment and facilities in the vocational curriculum of the school. One senses also a degree of social class differences and distance between students pursuing the High School Diploma and those pursuing the Arts Diploma and Science Diploma. In general, Madison secondary schools are well-equipped and well-staffed. The major exceptions would be the terribly cramped quarters of the Senior High School and the limited program and facilities in vocational education. Both of these restrictions may be relieved with the completion of planned additions to the secondary school facilities.

Other aspects of the educational program are special education programs, guidance, a rather complete testing program, programs for disadvantaged children, summer programs, and released-time for religious instruction. In addition, adult education is a quite comprehensive program and there is an inservice education program for teachers involving both credit and non-credit courses.

The Madison Teachers Association

The Madison Teachers Association appears to be the main vehicle through which the staff exercises any formal, independent influence on school policy, since no teachers' union functions in Madison. Members of the Association are represented on salary matters by a committee on professional standards which meets directly with the Board of Education at the time when the budget is being prepared for the coming year. At least some who have worked on this committee feel the work of the committee depends upon the teachers showing a militant attitude on salary questions.

There exists some cleavage between the Madison Teachers Association and the Superintendent and Board of Education. Lawrence Bennett, President of the Madison Teachers Association for the past eight years, is also President of the Washington County Teachers

Association. He feels that Superintendent Brewer is given unmerited credit for gaining benefits for teachers. He has also expressed the feeling that teacher benefits in Madison, although they appear good, are not as generous as they should be, considering the cost of living and the affluence of the community. Bennett also believes that the benefits that have been won should be credited to his own aggressive leadership of the Madison Teachers Association, rather than to the superintendent, whom he feels is much too disposed to acquiesce to the board's wishes. Bennett insists that teachers should have a far greater share in policy-making and is suspicious of Superintendent Brewer's interest in accomplishing this through a professional advisory commission. It is evident that Bennett is not an admirer of the Superintendent although one gains the impression that many teachers in Madison hold Superintendent Brewer in high regard. This is manifest by their willingness to work enthusiastically with the administrative staff on many aspects of curriculum development despite the uncooperative stance of the Madison Teachers Association.

Problems in Madison School District

A number of problems confront the Madison Township School District. Some are common to many school system; others exist because of the unique combination of circumstances extant in Madison. Some of the citizens and educators in the Madison School District have mentioned the following problems related to school-community:

1. Relationship of the public schools to the community recreational program and better recreational and social opportunity for children in disadvantaged neighborhoods.
2. Traffic safety.
3. Proportion of pupils being sent to parochial schools.
4. Increasing concern of laymen about the ability of the public schools to prepare students for college entrance.
5. Awareness of the existence and educational needs of the low socio-economic groups and racial minorities.
6. Definition of respective roles of parents and professional staff.
7. Development of further leadership among principals.
8. Further improvement of teacher participation in policy-making.
9. Increased professional militancy of the Madison Teachers Association.
10. Further improvement in communication within the school system.
11. Establishment of a greater sense of building identity among the elementary schools.
12. Greater leadership training opportunities for pupils.
13. Better educational programs for non-college bound youth.
14. Better use of instructional methods and media.

Sketches of Selected Personnel from Madison School District and Community

James Brewer—Superintendent of schools. Mr. Brewer has a Doctor of Education degree. Dr. Brewer is only the fourth superintendent at Madison since 1900 and his appointment came in 1961. Dr. Brewer had previously held superintendencies in an adjoining state. At the time of his appointment, Board of Education members were divided on whether Madison should appoint as its new superintendent someone from outside the district or appoint Dr. Diane Seward, then Assistant Superintendent for Instructional Services in Madison. Dr. Seward had strong support for the position within the community, especially from those parents active in P.T.A.'s. Dr. Seward submitted an application for the position accompanied by a letter of resignation from her position to become effective if she were not the successful candidate for the superintendency. Since she was not elected, she left the district for other employment. Although the Board of Education voted 5 to 1 for Dr. Brewer's appointment, not all of the board members in the majority were sure at the time that they had made the correct decision. In any event, Dr. Brewer now enjoys wide support from the majority of board members, patrons and teachers although, as is usually the case, there are still those who resent his appointment and who freely criticize his administration of various aspects of the school system.

Charles J. Elgin—For many years all candidates for the Board of Education have been hand-picked by a self-perpetuating committee of lay citizens. In the last election, however, Mr. Elgin ran as an "opposition candidate" and defeated the selection committee's choice. Mr. Elgin campaigned as "the common man's choice." He generated substantial support, particularly from that sector of the Village of Madison housing Negroes, citizens of Italian descent, and other voters who bore smoldering resentment against the cavalier demeanor of board members who represented the "landed gentry" of the community. Since Mr. Elgin has been seated on the board, attendance of interested citizens at board meetings has picked up from a dozen or so to fifty or more and, on some occasions, a hundred or more persons.

Mrs. Arthur Hamilton—President of A.A.U.W. Mrs. Hamilton is one of the community leaders. Her influence has been felt in previous school matters.

Carl F. King—Dr. King is Assistant Superintendent for Instructional Services. He is in charge of all matters pertaining to the curriculum and the instructional program, is appointed by the Board of Education, and is responsible to the Superintendent of Schools. Dr. King's appointment in 1962 gave Madison the services of a first-

class educational leader in curriculum and instruction. An Instructional Council was created shortly after Dr. King's appointment. This Council has brought together some of the ablest faculty members of the school system to help plan and guide Madison's aspirations toward the improvement of education.

Irene Ayres—President of P.T.A. at Madison Senior High. The scope of P.T.A. activities is very broad and the P.T.A.'s exercise considerable power in the affairs of the school district. In addition to presiding at regular P.T.A. meetings, the president of the P.T.A. attends executive board meetings, meetings of the P.T.A. Council, and Board of Education meetings. The P.T.A.'s hold a variety of benefits—fairs, card parties, shows, for example—as part of their annual fund drives. It is not uncommon for such events to net more than $1000. These monies are used to purchase various goods and services for these schools.

Clare McCord—High School Principal. Mr. McCord is new to Madison and to Madison High School. He arrived during the month of July to assume the high school principalship. Mr. McCord has come from another secondary school in the state and is well known among the educators of Lafayette as a young and competent leader. Dr. Brewer has been very pleased with the new "drive" and "direction" being exerted by Mr. McCord and has been placing major responsibilities in his hands. Personnel from Lafayette State University and from the Lafayette State Department of Public Instruction have expressed pleasure in the fact that Mr. McCord accepted the position as high school principal in Madison.

BUILDING PERSONNEL ROSTERS

Board of Education

Mr. Austin Wade—President
Mr. Samuel B. Wiley—Vice President
Mrs. Leonard J. Short
Mrs. William S. Fenster
Mr. Charles J. Elgin
Mr. Richard W. Flynn

Administration

Dr. James L. Brewer ..... Superintendent of Schools
Dr. Carl F. King ..... Assistant Superintendent for Instructional Services
Dr. Walter Hauser ..... Assistant Superintendent for Business Management
Mr. Emil S. Winer ..... District Clerk and Director of Accounting
Mr. Robert D. Jardine ..... School Attorney
Mr. James Brobst ..... Treasurer
Mrs. Sue Fischer ..... Secretary to Superintendent

Madison High School

Claire G. McCord—Principal
Kenneth Ross—Assistant Principal
Nancy G. Barry—Guidance Counselor
Robert Holley—Guidance Counselor
Claude Sheets—Guidance Counselor
Natalie Shively—Guidance Counselor
Curtis Whitt—Director of Guidance

Adams, Betty Jo
Drama and Speech
Asbury, Ruth (Mrs.)
English
Base, Harold R.
Mathematics
Begley, Georgia P. (Mrs.)
Health and Physical Education
Beresh, Ann
Spanish
Berry, Charles S.
Physical Education
Bolton, Bernice S. (Mrs.)
French
Brodowsky, Carolyn S. (Mrs.)
Russian, French
Brooks, Lucille
Physical Education
Burkhead, Carol D.
English
Cain, Herman
Chemistry
Carmichael, David
Music
Carr, Jane A. (Mrs.)
Physical Education
Carver, Edward
History
Cathers, Sherry (Mrs.)
Psychologist
Cochran, Charles I.
Mathematics
Coleman, Ronald L.
Health, Audio- Visual Education,
Driver Education, Athletics
Coons, Charles H.
Physics
Coup, Ronald
History
Daniels, Rosalie M. (Mrs.)
Business Education
Davidson, Mary (Mrs.)
Home Economics
Davis, Virginia E.
German, French
Dunn, Michael
Spanish
Eads, Ernest D.
Psychology, Athletics,
Driver Education
Ebright, Robert
Business Education

Edwards, Richard
Business Education
Englehart, Louise
Librarian
Evans, Joseph
Industrial Arts
Fouch, Fay O.
History
French, Harold W.
Biology
Gary, Lucian
English
Glenn, Allen
Chairman, English
Hard, Richard G., Jr.
History
Hartman, Larry
Music
Hood, Daryl F., Ed.D.
History
Howard, Lewis Ray
Biology (On Sabbatical)
Hughes, Charlotte
Mathematics
Irwin, Christine
Spanish
Ivy, Sandra E. (Mrs.)
Business Education
Jackson, Robert E.
Industrial Arts
Jennings, Howard F.
Driver Education, Athletics
John, Frances L.
Physical Sciences
Jones, Karen L. (Mrs.)
French
Kay, Sherry (Mrs.)
Business Education
Keyes, Donald
Chairman, History
Koster, Gerald M.
Attendance Supervisor
Lament, Kenneth
Director, Audio-Visual and
Adult Education
Leslie, Paul
English
Lewis, Mary M. (Mrs.)
Chemistry
Maloof, Fred E.
Director, Guidance Services
May, Stanley E.
Director of Interscholastic Athletics
McCall, James P.
Director, Health, Physical Education,
and Safety
Mellott, Merrill
Director of Music and Fine Arts
Messer, Philip
Music
Meyer, Carolyn (Mrs.)
Art
Miller, Ina (Mrs.)
English
Mond, Keith
Mathematics
Morris, Kay
Business Education
North, Winston H.
Biology
Oaks, Maxwell
English
Owens, Jonathan
French
Palmer, Mabel
English
Pruden, Jack R.
Physical Education
Quinn, Daniel John
Biology
Rea, Marjorie (Mrs.)
Chairman, Foreign Languages
Reber, Barry
History
Rush, Robert W.
Mathematics
Ryan, Michael J., Jr.
English
Samuels, Gaylord
Chairman, Business Education and
Practical Arts and Teacher in
charge at Sperry Annex
Serr, Willis
History
Showman, Vivian
Librarian
Sims, Leo K.
Mathematics
Smucker, Steve F.
Chairman, Mathematics
Speckman, Anna
Speech Therapist
Stevenson, Neil
Driver Education, Mechanical Drawing
Stuart, Carl W.
Industrial Design, Art

Sutton, Mona (Mrs.)
Reading
Sweeney, Lawrence
History
Talbott, David
English
Taylor, Stephen A.
Physical Education, Athletics
Thorpe, Peter
Coordinator of Cooperative Work Study Program, Industrial Arts
Tipton, Joe E.
English
Trott, Rosa
History
Tucker, Carlton
Mathematics
Vincent, Ronald C.
English
Wallace, Lynda Alice
French
Ward, Mary Lou (Mrs.)
Nurse
Waters, Helen
Director of Cafeteria
Weaver, C. Bradford
English
West, Ronald W.
Mathematics, Latin
Winter, Helen G. (Mrs.)
English
Wright, Ruth
Home Economics
Young, Douglas F.
Chemistry

Office Staff

Anita Biggs
Secretary
Rita Black (Mrs.)
Typist—Guidance Office
Doris Kay (Mrs.)
Typist—Library
Vivian Rose (Mrs.)
Typist—Guidance Office
Elaine Thomas (Mrs.)
Stenographer—Guidance Office
Grace Webb (Mrs.)
Typist—Main Office
Elva Winters (Mrs.)
Typist—Main office
Anna York
Typist—Library

Edison Elementary School

Pat Watkins—Principal

Adams, Eugene
Head Custodian
Bahrich, Lillian (Mrs.)
First
Baker, Rea (Mrs.)
Kindergarten
Barnes, Jane (Mrs.)
Three (Gr. Chairman)
Birchfield, Orville
Custodian
Bluyer, Grace (Mrs.)
Art
Bradley, June
Food Service Helper (part-time)
Burger, Charles
Fifth
Cardwell, Joan (Mrs.)
First
Collins, Christine
Fourth
Colvin, Elizabeth (Mrs.)
Reading
Cox, Rosie (Mrs.)
Cook-Manager
Crosby, Susie (Mrs.)
Sixth
Cummins, Geraldine
Second
Ferrell, Kristy
Fourth
Gebhardt, Beverly (Mrs.)
Music
Grossman, Sarah
Kindergarten
Harsh, Betty M. (Mrs.)
Typist
Hess, Freda (Mrs.)
Third
High, Catherine G.
Psychologist (Mars School)

Hobbs, Kay F.
First
Kegler, Elizabeth (Mrs.)
Elementary Resource (Mars/Edison)
Kitchen, Joanne (Mrs.)
Food Service Helper
Lane, Eva
Second
Lewis, Diana (Mrs.)
Librarian
Liken, Elizabeth (Mrs.)
Speech (Fulton/Edison)
Madigan, Albert
Custodian
Martin, Judith (Mrs.)
Food Service Helper
Masser, Virginia (Mrs.)
Physical Education
Meuller, Marjorie (Mrs.)
Nurse
Moody, Sandra
Second
Oney, Jack
Music (Edison/JH)
Rodgers, Barry J.
Sixth
Roy, Martha J. (Mrs.)
Fifth
Shepherd, Linda (Mrs.)
Secretary
Simmons, Gwen
Third
Spring, Sylvia (Mrs.)
First
Steele, Kathleen
Second
Strawn, Linda
Second
Timberlake, Phyllis (Mrs.)
Fourth (Grade Chairman)
Vernon, Margaret L. (Mrs.)
Dental Hygienist (All Schools)
Wendel, Katherine (Mrs.)
Kindergarten (Half-time)
Wharton, Clarence
Sixth
Wiggins, Linda (Mrs.)
Fifth
Williams, Joyce (Mrs.)
Food Service Helper (Part-time)
Woods, Norman
Physical Education
Wolfskill, Eugene B.
Sixth
Young, Wilma
Fifth
Zeldman, Gordon
Custodian